



NCARB PRIZE REWARDS PROGRAMS FOR MERGING EDUCATION + PRACTICE

“The worlds of architecture practice and education depend on each other for their purpose and vitality. Both bear responsibility for gainful employment and for continuing the lifelong professional education of architects. In the end, the academy and the profession also share an obligation to serve the needs of communities, the built environment, and society as a whole.”

These words, written by Ernest Boyer and Lee Mitgang in the 1996 Carnegie Foundation report *Building Community: A New Future for Architectural Education*, were the inspiration for the NCARB Prize. As envisioned by then-Council president Peter Steffian, FAIA, the NCARB Prize was launched in 2001 to recognize excellence and innovation in curricular programs that bring together architectural education and practice. Each year architecture schools with programs accredited by the National Architectural Accrediting Board (NAAB) and programs that are candidates for NAAB-accreditation

are invited to submit established projects, completed or in progress by the end of the fall term, that demonstrated creative initiatives to integrate practice and education in the academy.

This year, California State Polytechnic University at Pomona, Department of Architecture, was the \$25,000 grand prize recipient of the 2008 NCARB Prize. Jury chair and former-NCARB President, H. Carleton Godsey, FAIA, made the formal announcement in late March at the Association of Collegiate Schools of Architecture (ACSA) Annual Meeting. Godsey

also announced five additional NCARB Prize recipients that each received \$7,500. To date, NCARB has awarded more than \$400,000 through the NCARB Prize to further the Council's goal of strengthening the integration of practice with education.

GRAND PRIZE
CALIFORNIA STATE POLYTECHNIC
UNIVERSITY AT POMONA,
DEPARTMENT OF ARCHITECTURE
“Low Cost Sustainable Housing for Tijuana,
Mexico”

The submission from California State Polytechnic University at Pomona involved students working with non-faculty practitioners and a U.S. non-profit organization to create prototype housing for the people of Tijuana, Mexico. The course integrated design, construction, and research into one project that explored the development of sustainable technologies for low-cost housing. Students built a full-scale prototype house that utilized readily available materials and technologies that are appropriate for the cultural and economic conditions of Tijuana.

This project provided an opportunity for students, faculty, practitioners, and the community to learn from each other. “Practitioners discovered that there are alternatives ways of developing ideas and that academia can contribute solutions to real problems,” said Cal Poly Pomona Associate Professor of Architecture, Pablo La Roche.

The 2008 NCARB Prize jury was impressed by the way the project integrated non-faculty practitioners into the academy. They felt that the project was “a model for bringing practice and education to bear on a global problem that will demand our continuing attention, commitment, and creativity.” The jury also noted, “This project exemplifies architecture as service to those whose needs are the greatest and who are least able to afford them. The effects of this project are potentially far-reaching in terms of the benefits to potential

dwellers, whose lives can be improved through a greener, more affordable housing solution.”

ARIZONA STATE UNIVERSITY,
SCHOOL OF ARCHITECTURE AND
LANDSCAPE ARCHITECTURE
“Applied Research Collaborative”

The Applied Research Collaborative (ARC) was a trans-disciplinary design thesis studio in the School of Architecture and Landscape Architecture. Students from the departments of architecture, landscape architecture, energy, industrial design, interior design, planning, and visual communication design collaborated with local design professionals and city and state organizations on actual projects.

One ARC project involved students working with architects to renovate an old, dark building that housed the former school of nursing. The students’ design proposal, which recommended opening up the building and allowing for natural ventilation and lighting, better met the needs of the client, the Global Institute of Sustainability (GIOS). By mixing building functions and utilizing current design tools, the design thesis studio was able to realize a design outcome that would otherwise not have been possible.

“ARC consciously attempts to push the conventions of architectural practice toward a more trans-disciplinary collaborative model,” said Darren Petrucci, Director and Associate Professor of Architecture at Arizona State University’s School of Architecture and Landscape Architecture. “It is more similar to the way industrial designers work than typical architecture firms. The studio is a laboratory for testing

this approach in hopes of providing an alternative model for the profession. So our relationship is one of experimentation and boundary pushing.”

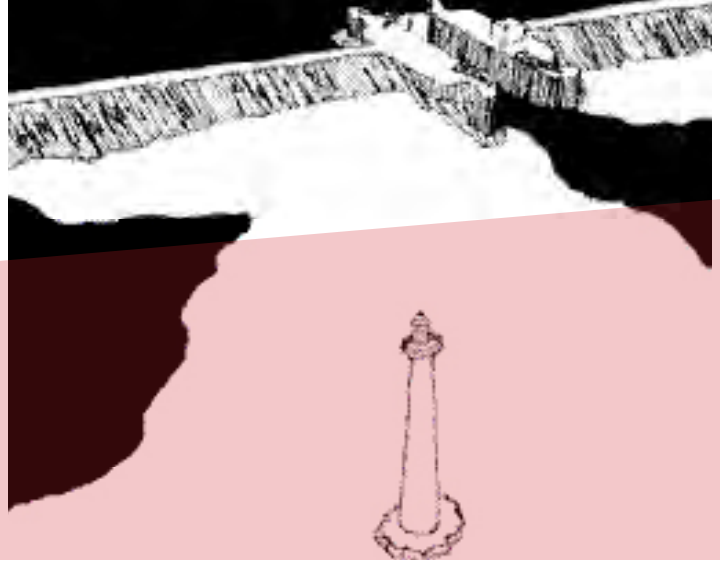
According to the jury, the “Applied Research Collaborative” recognizes that the designers of the 21st century do not work alone. The best outcomes stem from collaboration. The studio focuses on real projects providing the opportunity for students to collaborate with local design professionals and city and state organizations. Using BIM and other tools, students address current environmental issues such as solar exposure, shading, and water usage.

CLEMSON UNIVERSITY,
SCHOOL OF ARCHITECTURE
“Architecture + Health Program”

The Clemson School of Architecture’s submission was for an entire program of study—a professional degree concentration in Architecture + Health. The program, which has been offered at Clemson for 40 years, is modeled on medical education, where teaching, research, and professional practice have been seamlessly interwoven since the beginning of the 20th century. The submission used three projects to illustrate multiple ways that students consistently interact with non-faculty licensed practitioners through studio and course-based learning experiences.

The Sullivan Center project brought nationally recognized design professionals into the design process as expert speakers and





participants in a Green Design Workshop and as members of the client/expert/student design review process. The patient room prototype project involved an interdisciplinary team of client representatives, industrial design and architectural students, faculty, and design professionals. The last project—a master plan for the replacement of the VA/LSU Medical Center in New Orleans—involved a coupled seminar where practitioners came in weekly to conduct a three-hour seminar in the morning and participated in pin-ups and project reviews in the afternoon studio.

Programs such as this offer many long-range benefits. “Our students find that they are generally prepared to enter the profession at an elevated level of responsibility and compensation when compared to their peers,” said the Director of Graduate Studies in Architecture + Health, David Allison, AIA, ACHA, NCARB. “They are well versed in the language, issues, concerns, and general concepts involved in the practice of healthcare architecture and are commonly working directly with clients as valuable members of project teams immediately upon graduation.”

The 2008 NCARB Prize jury felt that this program represented the essence of the integrated model of professional education and professional practice through collaborative research and integrated design. According to the jury, “the problem of how to distribute healthcare services is a significant global issue. This project’s innovative use of materials and bio-climatic tools provides a lifetime model for the integration of curriculum and design.”

CLEMSON UNIVERSITY, CLEMSON ARCHITECTURE CENTER IN CHARLESTON
“Localizing Global Climate Change”

The Clemson Architecture Center in Charleston submitted a project that examined the local urban design impacts of global climate change on a historic coastal peninsular city. The study was conducted by a studio comprised of five undergraduates and eight graduate students, and was taught by an architecture professor and a practicing architect. A professor/scientist/Ph.D. served as the scientific advisor for the study, and a panel of scientists, city officials, urban designers, and

environmentalists reviewed and gave critical input on the final draft of the work.

“Localizing Global Climate Change” considered the two greatest direct impacts on urban design due to global climate change: the rise in sea level rise and the increased storm intensity. Significant when taken alone, these two factors have compounding implications in the study area. Consequently, the emphasis of the study focused on ways to stop water intrusion from outside the peninsula while managing the increased severity of precipitation within. The study proposed that these problems be addressed by also making positive urban changes: expanding civic space, improving recreational and aesthetic amenities, and looking beyond strictly historical precedent for urban possibility.

“People still don’t believe that global climate change will create problems that they will have to deal with in their lifetimes,” said Robert Miller, Director of the Clemson Architecture Center in Charleston. “This study alerts us to the primary issues of concern for a peninsular city in a hot, humid climate. We will have to

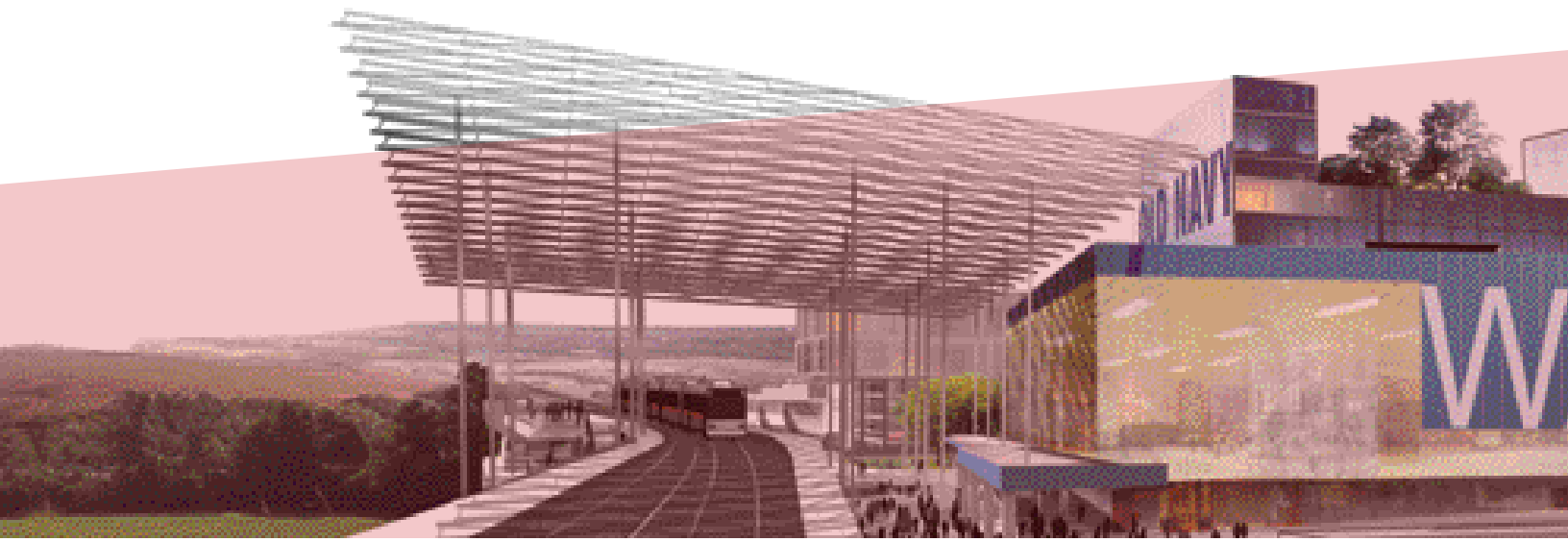
2009 NCARB PRIZE

Plan now to enter the 2009 NCARB Prize competition. Architecture schools with NAAB-accredited degree programs and programs that are candidates for NAAB-accreditation are invited to submit established projects, completed or in progress by the end of the fall 2008 term, that demonstrated creative initiatives to integrate practice and education. Entries for the 2009 NCARB Prize must be received by NCARB no earlier than Tuesday, January 6, 2009, and no later than Tuesday, February 3, 2009, 5:00 PM EST. To learn more about the NCARB Prize program and download an entry form, go to: www.ncarb.org/prize/prize.html.

NCARB GRANT

In addition to the \$62,500 in Prize money the Council awards each year to existing academic programs, NCARB also awards up to a total of \$10,000 through one, two, or three grants to NAAB-accredited programs and NAAB-accredited candidate programs to support the creation of new curricular initiatives that integrate practice and education.

For more information about the NCARB Grant program, visit the NCARB Prize section of the Council web site (www.ncarb.org/prize).



take on massive engineering problems in dealing with these problems, and we have the opportunity of improving the design quality of our settlements while we are doing so.”

The NCARB Prize jury thought that this was a dynamic and out-of-the-box project that provides an excellent example of collaboration with atypical consultants, in this case the scientific community. This project demonstrates how a civil engineering project—a levee—can become the basis for the design of a city.

**SAVANNAH COLLEGE OF ART AND DESIGN,
DEPARTMENT OF ARCHITECTURE**

“BSI+P STUDIO:

Opening New Windows for Architecture and the Allied Professions”

The building systems integration and performance (BSI+P) studio has evolved over the past 14 years in the architecture program at Savannah College of Art and Design. The studio program provides unique opportunities for engaging the professions of architecture, engineering, and allied disciplines in creative ways that are mutually enriching. Pushing the envelope of conventional wisdom, studio projects explore cutting edge renewable energy resources such as PV-solar, wind, hydropower, and geothermal.

Collaboration with the professional community of architects, engineers, and designers brings a multi-faceted perspective to the BSI+P studio with a direct connection to practice in the real world. The studio setup and student work also provide opportunities for the professionals to shed their real-world constraints and take a fresh look at creative architecture and

engineering solutions. Practicing architects and engineers participated in studio crits and progress reviews along with faculty.

“The very nature of the BSI+P studio demands collaboration among professionals with various areas of expertise,” said Emad M. Afifi, the interim dean of Savannah College of Art and Design’s School of Building Arts. “Students and faculty often participated in the local American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) chapter meetings where they displayed their projects for informal feedback during the pre-meeting social hour.”

According to the jury, “this integrated studio, 14 years in development, creates a bridge between architecture and engineering students and professionals looking at the performance aspects of renewable energy. This project provides an integration of knowledge with a direct connection to engineering principles, and is a model that other programs could adopt.”

**UNIVERSITY OF ARKANSAS,
SCHOOL OF ARCHITECTURE AND
WASHINGTON UNIVERSITY IN ST. LOUIS,
SCHOOL OF ARCHITECTURE**

“Visioning Rail Transit in Northwest Arkansas”

The University of Arkansas Community Design Center (UACDC), an outreach center of the School of Architecture, initiated this project to mobilize public and political support for development of a regional rail transit system in northwest Arkansas (NWA). The nation’s sixth fastest growing metropolitan area, NWA has an existing 32-mile rail corridor. The

project’s goal was to facilitate the public’s understanding of public transit policy and design issues in a region without strong planning traditions.

Studio proposals focused primarily on optimization of underutilized historic downtowns, providing smart-growth alternatives to suburban development. Students from the schools of architecture at the University of Arkansas and Washington University in St. Louis, and faculty from four schools developed Transit-Oriented Development (TOD) proposals that capitalize on the presence of new user densities created by public transit.

“UACDC’s four full-time planning and design staff collaborated with department of architecture studio faculty and paired with visiting practitioner-educators from Minneapolis and Los Angeles hired for this special initiative,” University of Arkansas Community Design Center Director Stephen Luoni said. “The visitors brought specialties in scenario planning and urban design to the effort.”

The NCARB Prize Jury was impressed by the way the project successfully integrated a number of disciplines and the architecture profession within the framework of the academy. By utilizing local architects as visiting professors, the project brought students into direct contact with practicing professionals. **DC**